except that the slow Sylvester method of artificial respiration is advocated instead of the quicker and more efficient prone-pressure method.

There is enough scientific material available on the evil effects of alcohol and tobacco to satisfy the state law requirements without making use of unscientific material. Much of the material used in this book in the treatment of these topics is excellent, but some very questionable statements are made under the headings: "Alcohol and Heredity," and "Tobacco and the Skeleton."

The Hygiene of the Schoolroom. By WILLIAM F. BARRY. New York: Silver, Burdett & Co., 1909. Pp. xii+195. $1.50.

This volume is the third enlarged edition of a book, the first edition of which appeared in 1903. The author addresses himself to "educators and others interested in child life." The following topics are discussed in eighteen chapters: "The Selection of a Site for a School Building," "The Construction of School Buildings," "Ventilation," "Heating," "School Furniture," "Light," "The Hygiene of the Eye," "The Hygiene of the Ear," "The Vocal Organs," "Relation of Contagious Diseases to the School," "Medical Inspection of Schools," "Modern Education and Health," "School Diet," "Physical Training and Exercise," "Corporal Punishment," "Sickness and Accident in the Schoolroom," "The Teacher's Health," "Defective Children."

There is a rapidly growing interest among educators and parents in all matters pertaining to the health of school children. Much of the popular literature in magazines and newspapers is unreliable and misleading. There is a real need for books written in plain, untechnical language, giving the essential facts pertaining to the health of school children. The first edition of this volume was written six years ago, before the beginning of the great movement for school hygiene which is now engaging the attention of the whole school world. The third edition has not been brought up to date. Some topics as school furniture, the hygiene of the eye, and the relation of contagious diseases to the school are well treated; the essential facts are stated briefly and concisely. Other topics, such as physical training and medical inspection, are not treated adequately. Such important topics as school playgrounds, outdoor schools, retardation and physical defects, and hygiene of the teeth are omitted entirely.

A book intended for educators ought to have a selected bibliography of the most important references on the various subjects treated.

GEORGE L. MEYLAN

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Source Book for Social Origins. By WILLIAM I. THOMAS. Chicago: The University of Chicago Press, 1909. Pp. 932. $4.77 library edition; $3.02 school edition.

"In good sooth, my masters, this is no door. Yet it is a little window, that looketh upon a great world." In this quotation found on the title-page may be found the spirit which animates the *Source Book for Social Origins.*

The book is divided into seven parts treating respectively of: I. The Relations of Society to Geographic and Economic Environment; II. Mental

Life and Education; III. Invention and Technology; IV. Sex and Marriage; V. Art, Ornament, and Decoration; VI. Magic, Religion, and Myth; and VII. Social Organization, Morals, and the State. In each part the author includes valuable extracts from the works of representative investigators in special fields, adding comments at the close of each part, together with an extensive bibliography.

It is impossible to do justice to a work of this kind in the space that can be given to a review of the book; for the volume presents the equivalent of a small carefully selected library accompanied by such comments as an instructor might make to his students. In the interpretation of the selections presented, the author renders assistance to the student by indicating the partial attitudes of those who would interpret all social phenomena in terms of "so-called elemental or dominant forces." "The social process is a complex, and cannot be interpreted by any single phrase." The value of the concept "control" in relating all human activities is discussed and illustrated, and its relation is shown to *attention* as the means of securing control. The discussion of the relation of attention to *habit,* on the one hand, and to *crisis,* on the other, should interest all students of education as well as those of history, economics, and sociology.

In the introductory chapter the author indicates the influence of the theory of evolution upon the development of all the sciences dealing with man and shows how this view precludes the possibility of completely understanding any "single situation in life" from "its immediate aspects alone." "Everything is to be regarded as having an origin and a development, and we cannot afford to overlook the genesis and the stages of change." That this ideal is "incompletely realized" the author freely admits and as a means of encouragement he directs attention to the methods of the biologist and the psychologist. He points out that the biologist does not attempt to explain a given form of life by a study of that alone, but that even closer attention is given to simpler related forms. So the psychologist interprets the adult mind only after he has studied child-psychology as well as that of many forms of animal life. The use of a similar method—a genetic and comparative method—is urged in the study of social life; for it is in the simple forms that the meaning is "writ large," and this is one of the factors in the interpretation of the complex activities of social life. It is thus not as an end in itself that the author urges the study of social origins, but as a means—a means of making a fuller use of a method which yields rich results, a means of bringing missing factors to the solution of complex social problems, a means of bridging the chasm which exists between the biological and social sciences.

Who are the people most likely to profit by the study of this volume? The author indicates the character of the audience he has in mind in these words: "I do not, of course, wish to belittle the effort of the historian to establish his facts, but to the young person who is planning to go into history, economics, civics, education, or psychology, I do wish to make this suggestion: If he will plan his work with reference to gaining (1) a sound and comprehensive knowledge of biology, (2) an even more particular knowledge of psychology, and (3) a very intimate knowledge of anthropology and ethnology, he will find himself in possession of an apparatus which will enable him to do a

rare class of work in his special field. It is for such a person that this volume is prepared, quite as much as for the student of sociology." It certainly is to be hoped that young people preparing to teach in the high schools as well as those teachers who hitherto have not had the opportunity to get the point of view here presented, will be among those who find in this volume a method of interpreting social life.

KATHARINE E. DOPP

THE UNIVERSITY OF CHICAGO

Laboratory Manual of First-Year Science for Secondary Schools. By WATERMAN S. C. RUSSELL AND HOWARD CLINTON KELLY. New York: Henry Holt & Co., 1909. Pp. v+163. $0.75.

This manual includes thirty-five exercises, each of which is clearly outlined and accompanied by a set of pertinent questions. With the exception of the exercises in botany, they all have a so-called practical aspect. Aside from this characteristic there is no evidence that any centralizing idea governed the selection of topics. Not only are the exercises in any one science absolutely unrelated to those in any of the others, but those in one group may have no real connection with each other.

The statement made in the preface that the pupil who has completed such a course and who takes no further work in science will have obtained from it a fund of valuable information is surely true. But it scarcely seems that the statement to the effect that the course furnishes a broad foundation to aid the student in the future election of science is justified. For instance, the application of some described tests for adulterants to foods known to be pure or impure, similar tests of pure and impure water, determining whether headache powders are dangerous or not (without explanation of the sign whereby danger is recognized), the application of the litmus test to several substances (after having been *told* the litmus test), one good exercise on flames, and one on charcoal as a filter, will scarcely give the student an adequate notion of what chemistry is. Still less will a few experiments in metric measurements, two in ventilation, two in heating systems, two in magnetism, and two in electric bells and wiring for bells give him a true conception of what physics involves. Moreover, in such an outline, the exercises in botany ought also to have been of a practical nature: for instance, exercises in grafting and pruning and in propagation by slips. The choice made is likely to confirm in the mind of the student the usual though false notion that botany is a science without practical value.

For a person desiring a manual of exercises which will give some training in the mechanical methods of laboratory work and which will teach some heterogeneous facts in applied science, this manual may prove satisfactory. But for one who is in search of a manual the exercises of which will afford training in the scientific method of inquiry and which will compose a unified course involving the elements of the several high-school sciences it will prove useless.

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